



Presenting: Moving Images

LEVEL 1 2 3 4 5

Mechanical Body

WHAT THE WORK SHOWS: The device of visuals depicting a car, and narration describing humans, creates an effective comparison.



In this work the students demonstrate:

- good understanding that visual and verbal features can be combined for effect
- an awareness of symbolism (the car for a human body)
- a developing sense of shot continuity
- an understanding that subjects can be posed (set up) for effect (shots into the engine, opened doors and petrol cap cover)
- an ability to compare two objects visually and verbally by showing only one.

Conveys an idea or mood by beginning to combine visual features with verbal features:

- Close-ups direct viewer attention.
- A pan directs us towards the subject in the first shot, and reinforces the length and smoothness of the body in shot three.
- Uses narration as a bridge between some shots.

THE LEARNING CONTEXT

While engaged in a health unit on the functions of body parts, the class noticed that a number of resources described the body in mechanical terms. The teacher saw this as a useful context to develop the literary notion of analogy.

The students were asked to think of objects with which to compare their bodies. After a number of suggestions, they decided to develop the concept of a car. There were always cars in the school grounds that they could study in detail.

A number of presentation methods were used to share their ideas. Some groups used video.

Teacher-student conversations

These conversations show the students can:

- explain an idea or mood to be conveyed
- begin to explain one or more of the following points:
 - how the visual and verbal features combine to convey the idea or mood
 - how they help to achieve the producer's purpose
 - how the visual and verbal features used show some awareness of audience
- use appropriate terminology to plan for and/or explain the techniques used.

During the planning stage:

Teacher: I see from your plan that you want to show part of a person in close-up, then show the car. Why did you decide to film using this pattern?

Group: We want others to see how they are sort of the same.

The lights of a car are like our eyes.

Teacher: That makes sense. Do you think it would still make sense if you didn't show any people?

Group: No – people won't know unless we show them. Like, our eyes, then the car lights.

We could use more words.

What if we said our body-facts words, while we show the car part?

Or the other way round.

Teacher: I'll let you have a think about that. See what other ways you could plan your video, but still compare the car with us.



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CURRICULUM LINKS

English in the New Zealand Curriculum

Achievement Objectives

Level 3: Viewing and Presenting Functions

Viewing: Reading visual and dramatic texts, including static and moving images, students should respond to and discuss meanings and ideas, identifying and describing the effects of and links between verbal and visual features.

Presenting: Using static and moving images, students should use verbal and visual features to communicate information, ideas, or narrative through layout, drama, video, or still photography.

Levels 3 and 4: Viewing and Presenting Processes

In achieving the objectives of understanding and using visual language:

Exploring Language: Students should identify important features of verbal and visual language and use them to create particular meanings and effects.

Thinking Critically: Students should identify and discuss ways in which verbal and visual features can be combined for a particular purpose and audience.

Processing Information: Students should view and use visual texts to retrieve, interpret, organise, and present information coherently; use appropriate technology, including fluent handwriting, for effective presentation.

English in the New Zealand Curriculum, pages 40–41

WHERE TO NEXT?

To move these students towards the next learning step, the teacher could encourage them to consider:

- How to avoid the jump from the car with open doors, to the car with closed doors (the final two shots).
- Reversing the plan by showing a person, and talking about the car. Would the effect have been the same?
- How car shots and car sounds can depict human emotions.

REFERENCE

Ministry of Education (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media.